DOCUMENT RESUME

ED 169 331 CE 020 516

AUTHOR	Miles, Mamie Rose
TITLE	World of Work--The Interview and Working Relationships. Kit No. 42. Instructor's Manual [and] Student Learning Activity Guide.
INSTITUTION	Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	78
GRANT	SC-5058-76-I-211-0330
NOTE	96p.; For related documents see CE 020 474-566
AVAILABLE FROM	Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; Employer Attitudes; *Employment Interviews; *Job Application; *Learning Activities; *Learning Modules; Occupational Clusters; *Occupational Information; Prevocational Education; Transparencies; Work Attitudes; Work Environment

ABSTRACT

An instructor's manual and student activity guide on the interview and working relationships are provided in this set of prevocational education materials which focuses on the world of work. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (eight periods), activity goals, ten instructional objectives, related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, masters for duplication, and a set of transparencies). (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169331

WORLD OF WORK – THE INTERVIEW AND WORKING RELATIONSHIPS

Kit No. 42

INSTRUCTOR'S MANUAL

Prepared by

Mrs. Mamie Rose Miles
Clemson, South Carolina 29631

State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

CE 020 516

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Art Jensen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

These materials have been developed from funds provided by Grant SC-5058-76-I-211-0330 under the Appalachian Regional Development Act Amendments of 1967, Department of Health, Education and Welfare, Office of Education.

TITLE OF ACTIVITY

Kit No. 42, World of Work — The Interview and Working Relationships

DURATION

Main Activity — 8 periods

GOALS

The student will understand how to obtain a Social Security card.

The student will understand the purpose of an interview.

The student will understand how to write an acceptable letter of application.

The student will understand the procedures to follow in telephoning to arrange for an interview.

The student will know which dress is appropriate for an interview.

The student will know how to fill out an application for employment.

The student will know how to conduct himself/herself at an interview.

The student will be made aware of the traits which employers consider desirable.

The student will understand which factors affect communications on the job.

The student will understand how to get along with others.

INSTRUCTIONAL OBJECTIVES

The student will fill in all the spaces on an application for a Social Security number with the information requested.

The student will write a letter of application which meets five identified desirable characteristics.

The student will list, in writing, the procedures to be followed in using the telephone to arrange for an interview.

The student will identify five defects in the appearance of a woman who is going for an interview.

The student will identify five defects in the appearance of a man who is going for an interview.

The student will write in the information requested on a sample job application form.

Through role-playing, the student will respond to a series of questions commonly asked at an interview.

From a list of fifteen statements describing the conduct of fictitious individuals at interviews, the student will identify those statements in the list which describe proper conduct.

Using a check sheet, the student will identify those traits he/she possesses which make him/her a desirable employee.

The student will identify in writing six factors affecting communications on the job.

VOCATIONAL CLUSTERS

Agriculture
Distributive Education
Health Occupations
Home Economics
Office Occupations
Trade and Industry

ACTIVITY IMPLEMENTATION

A. Activity Description

Through the use of transparencies, class discussions, written exercises, and role-playing, the student will fill out a Social Security application, a job application form, make an appointment for an interview, write a personal resume, learn about proper dress and business manners.

B. Safety

No special precautions

C. Materials Required

1. Audio Visual Equipment
   Projection screen
   Overhead projector
   Filmstrip projector
   Cassette tape player
   16 mm projector (if free film is used)
2. Technical Equipment

Transparencies:

- The Interview — What Is It? Part I
- The Interview — What Is It? Part II
- How To Get In To Talk To The

Interviewer About A Job
-- Write A Letter Of Application
-- Tips On Writing A Letter of Application
-- Good Example of Letter of Application
-- Poor Example of Letter of Application
-- When Telephoning to Arrange for an Interview
-- At the Job Interview
-- Wrong Dress (Women)
-- Right Dress (Women)
-- Dressing Tips for Women Going for an Interview
-- Wrong Dress (Men)
-- Right Dress (Men)
-- Dressing Tips for Men Going for an Interview
-- Application for Employment (filled out properly)
-- Application for Employment (filled out improperly)
-- Purpose of the Interview
-- Make Good At the Interview
-- Make Good At the Interview
-- Desirable Traits for Employees
-- Responsibilities of Employers to Employees
-- Responsibilities of Employees to Employers
-- To Build and Maintain Good Working Relationships
-- Communication Is Not Just Speaking
-- Factors Affecting Communications
-- [illegible]ealth
-- [illegible]ecting Communication
-- [illegible]anguage
-- [illegible]ffecting Communication
-- [illegible]ttitude
-- Factors Affecting Communication – 4. Your Interpretation
-- Factors Affecting Communication – 5. Your Understanding
-- Factors Affecting Communication – 6. Physical Surroundings
-- Start on the Right Foot – Stay on the Right Foot

3. <u>Expendable Materials</u>

(Most of these are available as school supplies)

Pencils with erasers (have students bring these)
Paper for activities
Applications for Social Security number

D. Preparation Prior To Class

Secure application forms for Social Security card.

Study materials.

Schedule dates for overhead projector and 16 mm projector (if free film is used).

E. During Class Session

Explain to the students the purpose of obtaining a Social Security number. Use the following as an explanation.

You need a Social Security number if your work is covered by the Social Security law. It is important to show your card to your employer when you start work or when you change jobs so that your wages will be properly credited to your Social Security earnings record at the headquarters of the Social Security Administration in Baltimore, Maryland.

The Social Security number is also used for income tax purposes. You may be asked to give your Social Security number to anyone who pays you dividends, interest, or other income that must be reported to the Internal Revenue Service.

You need only one number during your lifetime. If you change your name or if you lose your card, any Social Security representative will help you get a card showing your new name or a duplicate of the card you lost.

Social Security provides insurance protection to replace part of the earnings a family has lost due to retirement, disability, or death. It helps pay the cost of hospital and medical care for people 65 and over. Each type of protection is valuable over a person's lifetime; but the disability and survivors' insurance protection that the program provides has the most immediate significance for young people.

Part of the above reprinted courtesy of Vocational-Technical Education Program Services, Nashville, Tennessee 32919.

Hand out to the students the application form for a Social Security number.

Hand out student activity guide and let

students fill out application form following instructions in the guide.

Move around classroom and assist when needed.

Instruct those students who desire to obtain a Social Security card to mail the application form to the local Social Security Office.

Conduct a brief discussion concerning what is an interview and who normally conducts interviews (the owner, manager or personnel manager, depending on the size of the agency). Use transparencies 1 and 2 to supplement the discussion.

Discuss the three main ways used to arrange to be interviewed. Use transparency 3 to supplement discussion.

Discuss the reasons you would sometimes use a letter of application to arrange for an interview. (Use transparency 4)

Use transparencies 5, 6, and 7 to discuss how to write an acceptable letter of application. Have students write a letter of application either to an employer in the community who has a job opening or to a fictitious name and address. DO NOT HAVE THE STUDENTS ACTUALLY MAIL THE LETTER.

Discuss procedures to follow in telephoning to arrange for an interview. Use transparency 8.

Have each student list four things he/she should do in telephoning to arrange for an interview. See last four items on transparency 8.

Discuss the purpose and importance of a job interview. Draw responses from the students. Use transparency 9 to supplement discussion.

Discuss some points women should observe when dressing for an interview. Draw responses from students. Use transparencies 10 and 11 to supplement discussion. Have students identify five defects in appearance of the woman on student work sheet 1. After students have finished, hand out Answer Key for Work Sheet 1.

Discuss some points men should observe when dressing for an interview. Draw responses from students; use transparencies 13, 14, and 15 to supplement discussion. Have students identify five defects in the appearance of the man on student Work Sheet 2. After students have finished, hand out Answer Key for Work Sheet 2.

Use transparencies 16 and 17 to show a good and poor example of a completed job application.

Hand out student Work Sheet 3, a sample job application form.

Using the Student Learning Activity Guide, have students complete the sample job application form. Circulate and assist when needed.

Have students evaluate each other's completed sample job application form, student Work Sheet 3.

Review the primary purposes of interviews. Use transparency 18.

Discuss the interview, how it begins, how to handle yourself to make the best impression. Use transparencies 19 and 20.

Discuss some questions interviewers sometimes ask. Distribute to students copies of student Work Sheet 4.

Proceed in either one of the following two ways:

Divide the class into groups of three to work in different areas of the room. Have one student in each group to act out the role of the interviewer, using some of the questions on Work Sheet 4; have another student assume the role of a person wanting a job; have the third student evaluate the way the student applicant conducts himself/herself. After six-minute sessions of questions and three-minute sessions of evaluating the interview, have students change roles and repeat the procedure until all three have been interviewed.

or

with the entire class observing and the instructor serving as interviewer, interview student volunteers. Use questions on Work Sheet 4. Have other students evaluate.

Have students test themselves, using student Work Sheet 5.

When students have finished, hand out Answer Key and have students check themselves.

Provide students with student Work Sheet 6, a list of traits employers desire of employees. Have students rank them in order of importance. Using transparency 21, discuss the order in which employees ranked these traits. Have students compare their ranking with that of employers. (See student Work Sheet 6).

Discuss responsibilities employers have to employees. Draw ideas from class and list on a chalkboard or transparency. Supplement

with transparency 22. Next, discuss responsibilities employees have to employers. Supplement discussion with transparency 23.

Discuss how a successful business is built on contributions made by all employees. Hand out student Work Sheet 7, "Attitudes Affect the Performance of the Job."

Summarize discussion by using transparency 24. Have student use a check sheet to help him/her evaluate relationships with others. (See student Work Sheet 8.)

Using transparencies 25 through 31, discuss the topic of communications and why effective communications are important for job success.

On a sheet of paper, have students list the six factors affecting communications on the job.

Summarize discussion on working relationships, using transparency 32.

ANSWER KEY

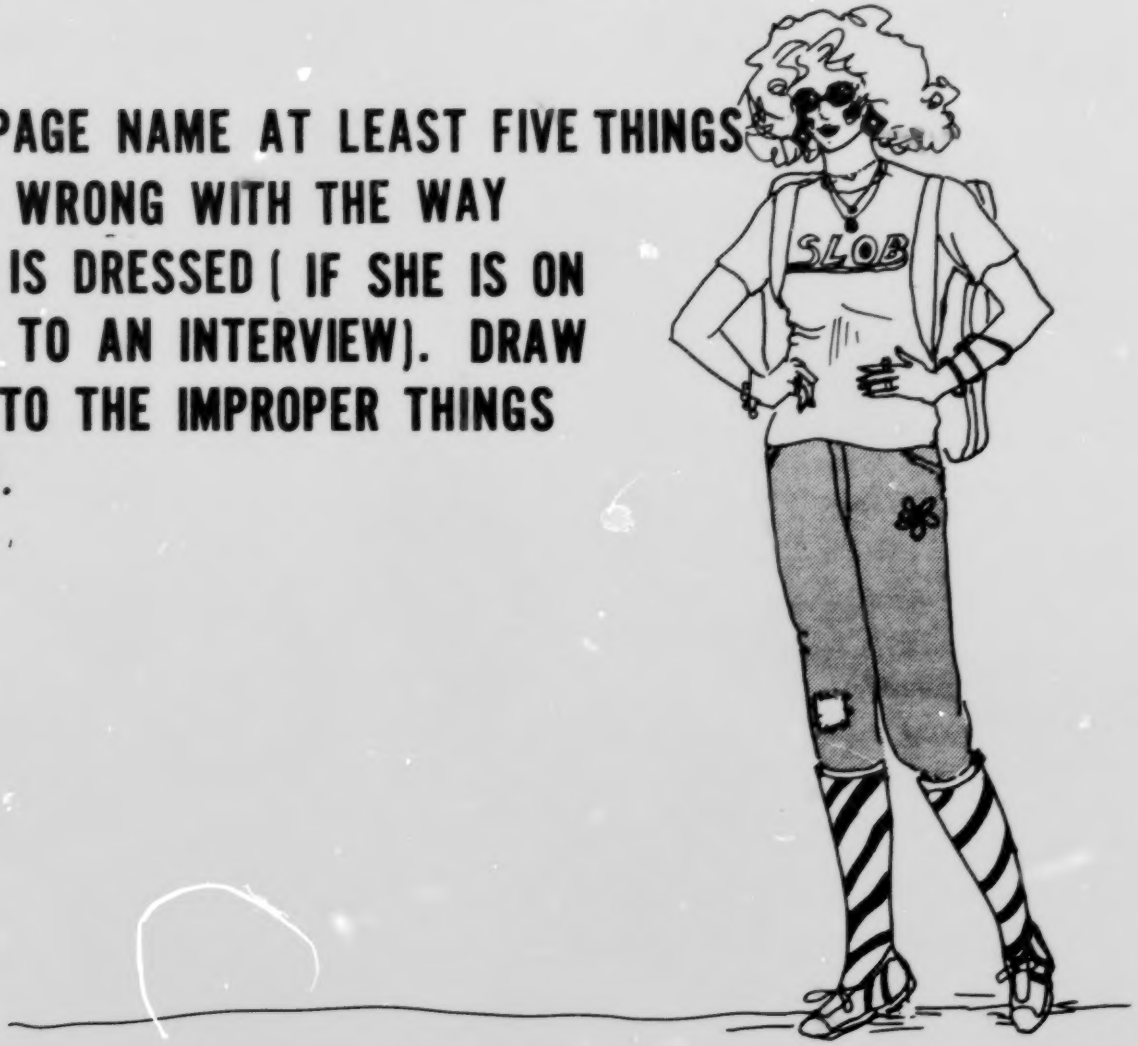
See Masters for Duplication.

MASTERS FOR DUPLICATION

Student Work Sheet 1 – Improperly Dressed Woman
Answer Key – Student Work Sheet 1
Student Work Sheet 2 – Improperly Dressed Man
Answer Key – Student Work Sheet 2
Student Work Sheet 3 – Application For Employment
Student Work Sheet 4 – Typical Questions Asked At The Interview
Student Work Sheet 5 – Conduct of Individuals At Interviews
Answer Key – Student Work Sheet 5.
Student Work Sheet 6 – Qualities Employers Consider Desirable
Student Work Sheet 7 – Attitudes Affect The Performance of the Job
Student Work Sheet 8 –Check Sheet for Qualities Employers Consider Desirable.

IMPROPERLY DRESSED GIRL

ON THIS PAGE NAME AT LEAST FIVE THINGS YOU FIND WRONG WITH THE WAY THIS GIRL IS DRESSED (IF SHE IS ON HER WAY TO AN INTERVIEW). DRAW ARROWS TO THE IMPROPER THINGS YOU FIND.



STUDENT WORKSHEET 1

IMPROPERLY DRESSED GIRL

HAIR-DO MESSY

SUNGLASSES

T-SHIRT

BACK PACK

BLUE JEANS

SNEAKERS

ANSWER
STUDENT WORKSHEET 1

IMPROPERLY DRESSED BOY

ON THIS PAGE NAME AT LEAST FIVE THINGS YOU FIND WRONG WITH THE WAY THIS BOY IS DRESSED (IF HE IS ON HIS WAY TO AN INTERVIEW). DRAW ARROWS TO THE IMPROPER THINGS YOU FIND.

STUDENT WORKSHEET 2

IMPROPERLY DRESSED BOY

HAIR ISN'T GROOMED

SLEEVES ROLLED UP

SHIRT UNBUTTONED AND NO TIE

SHIRT NOT TUCKED IN

PANTS LEGS TOO SHORT

NO SOCKS

SHOES NEED REPAIR

ANSWER
STUDENT WORKSHEET 2

STUDENT WORK SHEET 3

APPLICATION FOR EMPLOYMENT
Ajax Manufacturing Company

(PLEASE PRINT)

DATE _____

NAME _____
LAST FIRST MIDDLE

ADDRESS _____
BOX NO. STREET CITY STATE

PHONE _____ SOCIAL SECURITY NO. _____

MARITAL STATUS _____ NO. OF CHILDREN _____

DATE OF BIRTH _____
MONTH DAY YEAR

PLACE OF BIRTH _____
CITY STATE

GRAMMAR SCHOOL _____ Years; HIGH SCHOOL _____ Years;

COLLEGE _____ Years;

HIGH SCHOOL ATTENDED _____
NAME CITY STATE

PRESENT EMPLOYER _____

KIND OF WORK YOU DO _____

WEEKLY SALARY _____

REASON FOR LEAVING _____

DATES EMPLOYED _____ TO _____
MO. YEAR MO. YEAR

JOB FOR WHICH YOU ARE APPLYING _____

_____

REFERENCES : NAME TITLE ADDRESS

SIGNATURE _____

STUDENT WORK SHEET 4
TYPICAL QUESTIONS ASKED AT THE INTERVIEW

Before you go to apply for a job, read over this list of questions. Think about the answers you would give to each question.

1. What is your father's occupation?
2. What type of work do you think you would like to be doing five or six years from now?
3. Who was your vocational education teacher in high school?
   a. How did you like the vocational education course?
   b. What part of the course did you enjoy most?
4. In what extracurricular activities do you participate?
5. What are some of your hobbies?
6. What type or types of work would you like to do?
7. Why did you decide you would like to work for our company?
8. What work experience have you had? Did you enjoy it?
9. Do you like working with other people or by yourself?
10. Do you like making decisions?
11. Do you like doing the same kind of work repeatedly?
12. Are you sensitive to constructive criticisms of your work?
13. How did previous employers treat you?
14. What do you most like about our company?
15. Do you know what our company makes?
16. Do you think you would like to have additional education after high school?
17. Are you in good health? How do you keep in good physical condition?
18. What job in our company would you choose if you had a chance to pick a job?
19. What days and hours would you be able to work?

STUDENT WORK SHEET 5

TIME LIMIT – 10 MINUTES

In the blanks at the left side of the following statements, mark an (X), beside only those items of conduct which would hurt a person's chances of getting a job. Place a (✓) mark by those items which you feel would help in getting a job.

After completing the work sheet, have your instructor check your answers.

_____ 1. Ralph picked up a metal object from the interviewer's desk and began playing with it to keep from getting overly nervous.

_____ 2. Jim looked the employer straight in the eye and answered his questions.

_____ 3. When John was given the first opportunity to ask a question, he asked, "How much does the job pay per hour?"

_____ 4. When the interviewer asked Bruce what he knew about the company, he said, "I know your company has a good reputation and I have several friends who work with your company. They seem to be very happy with working conditions and their jobs. And I know that your company manufactures swim suits and other sportswear."

_____ 5. Without an invitation from the interviewer, Don reached for a cigarette, lit it, and began smoking.

_____ 6. Susan told the interviewer the truth as she saw it – that she left the last job because the boss was moody and hard to please.

_____ 7. When the employer told Joe he would call in a few days to let him know if he had a job, Joe thanked him for considering him for the job, shook hands with the interviewer and left.

_____ 8. He arrived to be interviewed fifteen minutes early.

_____ 9. He arrived for the interview ten minutes late.

_____ 10. Sue's mother brought her to be interviewed and waited in the waiting room while Sue was interviewed.

_____ 11. Sam complained about his math teacher who, he said, "picks on me."

_____ 12. When the interviewer asked Alan to name three references, he was ready. He gave him three names: Mr. Jones – his basketball coach; Mr Williams – his guidance counselor; and Mr. Walter – the grocer he worked for on weekends last semester. Before the interview, Alan had talked with all three of these people and had asked them if he could use them as references.

_____ 13. Betty arrived at the interview on time, bringing a pencil, pen, and Social Security card with her.

_____ 14. Told the interviewer about how much more work he did on the last job than the other workers did.

_____ 15. Joe looked out the window while the interviewer was talking to him.

ANSWER KEY FOR STUDENT WORK SHEET 5

1. x
2. ✓
3. x
4. ✓
5. x
6. x
7. ✓
8. ✓
9. x
10. x
11. x
12. ✓
13. ✓
14. x
15. x

STUDENT WORK SHEET 6

QUALITIES EMPLOYERS CONSIDER DESIRABLE

Following is an alphabetical listing of traits employers have said they desire of employees. Arrange these in what you think is the order of their importance.

Cheerfulness

Cooperative Attitude

Dependability

Enthusiasm

Friendliness

Honesty

Industry and Ambition

Initiative

Loyalty

Sense of Fair Play

Sense of Humor

Tact and Courtesy

STUDENT WORK SHEET 7

ATTITUDES AFFECT THE PERFORMANCE OF THE JOB *

Narrator: Sue is arriving for work the first day. She will work for Mr. Jennings who owns the Blue Kitchen Restaurant, which caters to downtown businessmen and women. Sue applied for the job as hostess but was hired as a waitress.

Sue's Thoughts: THIS SURE IS A DUMB NAME AND A CRUMMY ADDRESS. I'LL BET THEY DON'T EVEN HAVE ENOUGH CUSTOMERS TO PAY WELL. OH, THERE'S THE BOSS LOOKING AT THE CLOCK.

Mr. Jennings: Well, Sue, I see you are getting off to a late start. I hope this won't happen again. We have to be ready for a rush crowd at eleven every day, so I must ask my workers to be on time. If you will report to Mrs. Taylor, the hostess, she will put you to work.

Sue: O.K. Mr. Jennings.

Sue's Thoughts: YOU'D THINK HE WOULD KNOW I HAVE TO RIDE THE BUS. I MISSED ONE BY NOT BEING AT THE CORNER. I GUESS HE IS A REAL CRAB!

Narrator: Sue is hurriedly shown how to prepare the tables and is given a menu to study. She gets a Coke and goes into the rest room to sit down.

Sue's Thoughts: I WONDER WHAT "FAMILY SERVICE FOR FOUR" MEANS? MRS. TRIPP AT SCHOOL SUGGESTED THAT I GET A MENU TO STUDY YESTERDAY, BUT I WASN'T ON THE PAYROLL YET, SO I DIDN'T WASTE MY TIME.

****

For discussion:

1. What attitudes will keep Sue from doing her best?
2. Is it all Sue's fault?
3. Suggest some ways she could have gotten this first day off to a better start.

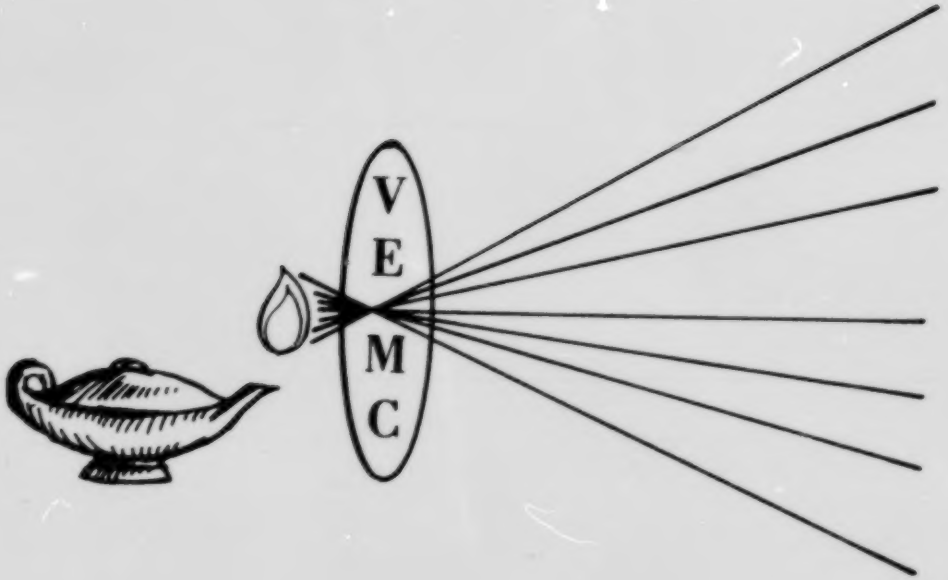
*Dalrymple, I. Julia, Lowe, Phyllis K., and Nelson, Helen Y., *Preparation for a Dual Role: Homemaker-Wage Earner.* U. S. Department of Health, Education and Welfare, Office of Education, Bureau of Research, 1970, Page 39.

STUDENT WORK SHEET 8

CHECK SHEET FOR QUALITIES EMPLOYERS CONSIDER DESIRABLE

Place a check (✓) in the appropriate column.

	YES	NO
Are you punctual?	____	____
Are you neat in your personal appearance and work habits?	____	____
Can you apply yourself to a job without being easily bored or distracted?	____	____
Can you adapt to new, unexpected situations easily?	____	____
Can you work under pressure, when necessary, without becoming nervous and upset?	____	____
Do you have confidence in your abilities?	____	____
Do you have a sense of duty and responsibility?	____	____
Are you reliable? Can you be depended on to do a job satisfactorily?	____	____
Can you gain the friendship and respect of fellow workers?	____	____
Can you cooperate with supervisors and managers?	____	____
Can you follow directions willingly and without argument because you respect authority?	____	____
Can you understand instructions and carry them out accurately?	____	____
Can you accept criticisms without feeling hurt?	____	____
Can you work without constant supervison?	____	____
Do you ask questions about things you don't understand?	____	____
Can you complete a job you once start?	____	____
Are you a pleasant person to work with?	____	____
Do you like people?	____	____
Are you friendly and congenial?	____	____



PRODUCED BY:

OFFICE OF VOCATIONAL EDUCATION
STATE DEPARTMENT OF EDUCATION
COLUMBIA, SOUTH CAROLINA 29201

IN COOPERATION WITH:

VOCATIONAL EDUCATION MEDIA CENTER
CLEMSON UNIVERSITY
CLEMSON, SOUTH CAROLINA 29631

THE INTERVIEW -- WHAT IS IT?
PART 1

IT IS A FACE TO FACE MEETING BETWEEN A.) A PERSON INTERESTED IN A JOB AND B.) THE PERSON IN CHARGE OF HIRING FOR THAT JOB. THE PERSON IN CHARGE OF HIRING ASKS YOU QUESTIONS WHICH WILL HELP HIM OR HER "SIZE YOU UP" AND DECIDE IF YOU WOULD BE A GOOD EMPLOYEE FOR THE COMPANY, AND ANSWERS YOUR QUESTIONS CONCERNING THE JOB.

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

THE INTERVIEW -- WHAT IS IT?
PART 11

IF YOU ARE INTERESTED IN A JOB THE INTERVIEW GIVES YOU 1.) A CHANCE TO "SELL YOURSELF" TO THE PERSON IN CHARGE OF HIRING AND 2.) A CHANCE TO LEARN MORE ABOUT THE JOB SO YOU CAN DECIDE WHETHER OR NOT TO TAKE THE JOB IF IT IS OFFERED TO YOU.

Vocational Education Media Center, Clemson University and Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

HOW TO GET IN
TO TALK TO THE INTERVIEWER
ABOUT A JOB

1. WRITE A LETTER OF APPLICATION

OR

2. CALL THE INTERVIEWER'S OFFICE AND MAKE AN APPOINTMENT TO SEE THE INTERVIEWER

OR

3. GO TO THE INTERVIEWER'S OFFICE AND MAKE AN APPOINTMENT TO SEE THE INTERVIEWER

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

WRITE A LETTER OF APPLICATION

1. IF THE EMPLOYER'S ADVERTISEMENTS CALL FOR IT.

2. IF THE EMPLOYER IS IN A DISTANT CITY.

3. IF YOU DESIRE TO BE INTERVIEWED BY BUSINESS FRIENDS OF YOUR FAMILY.

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

TIPS ON WRITING A LETTER OF APPLICATION

1. WRITE CLEAR SHORT SENTENCES.

2. KEEP THE LETTER SHORT, NOT LONGER THAN ONE PAGE.

3. TYPE THE LETTER OR WRITE WITH INK.

4. SPELL CORRECTLY.

5. HAVE SOMEONE YOU TRUST CHECK THE LETTER FOR ERRORS BEFORE MAILING.

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

GOOD EXAMPLE OF LETTER OF APPLICATION

42 Marion Avenue
Charleston, SC 29403
January 16, 1978

Mr. J. E. Carson
Personnel Manager
Heywood Manufacturing Company
Surfview Drive
Charleston, SC 29043

Dear Mr. Carson:

I would like to apply for the job of shipping clerk which was advertised in yesterday's edition of the Charleston Journal.

I am sixteen years old and attend Surf View High School here in Charleston where I am a sophomore. Although I do not have any experience in this type of work, I believe I could do the work without any trouble and believe I would enjoy it very much.

I am available to work from 3:00 P.M. until 6:00 P.M., the hours mentioned in the advertisement.

May I come by for an interview at your convenience? I can be reached by telephone at 878-2212 any afternoon after 3:00 P.M.

I shall look forward to hearing from you soon.

Sincerely yours,

Lamont Cranston

Lamont Cranston

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

WHEN TELEPHONING TO ARRANGE FOR AN INTERVIEW

* SPEAK PLAINLY AND DISTINCTLY.

* STATE YOUR NAME CLEARLY.

* EXPLAIN THAT YOU ARE INTERESTED IN APPLYING FOR A JOB AND WOULD LIKE TO MAKE AN APPOINTMENT TO TALK WITH THE PERSON IN CHARGE OF HIRING.

* WRITE DOWN THE NAME OF THE PERSON TO INTERVIEW YOU AND THE TIME AND PLACE FOR THE INTERVIEW.

* AS SOON AS THE APPOINTMENT IS SCHEDULED, THANK THE PERSON MAKING THE APPOINTMENT.

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

POOR EXAMPLE OF LETTER OF APPLICATION

R.F.D. #1
Anyplace S.C. 29100
6/15/78

Mr. John Doe
ABC Feed Store
Someplace, S.C. 29001

Dear Mr. Doe.

I am writing to ask about a job in you're store. I just graduated from high school where I took some courses in ag.

for a whil I worked in a store here where I learned many things about it.

I really want to work in a store. Hoping to hear from you soon.

Your friend
Jerzy Kozinski

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

AT THE JOB INTERVIEW

* SINCE THE INTERVIEWER WILL BE SIZING YOU UP TO DECIDE WHETHER OR NOT TO HIRE YOU, "SELL YOURSELF" OR CONVINCE THE INTERVIEWER THAT YOU ARE THE RIGHT PERSON FOR THE JOB.

* BE DRESSED RIGHT FOR THE INTERVIEW.

* LIKE A BOY SCOUT "BE PREPARED". CARRY A PEN AND PENCIL, AND YOUR SOCIAL SECURITY CARD WITH YOU.

* KNOW THE TYPE OF PRODUCT MADE BY OR TYPE OF SERVICE PERFORMED BY THE COMPANY.

* BE MODEST, BUT NOT OVERLY MODEST.

* HAVE CONFIDENCE IN YOURSELF AND PRETEND NOT TO BE NERVOUS.

Vocational Education Media Center, Clemson University and Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

WRONG DRESS FOR WOMEN

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

RIGHT DRESS FOR WOMEN

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

DRESSING TIPS FOR WOMEN GOING FOR AN INTERVIEW

1. CLOTHES SHOULD BE CLEAN, IN GOOD REPAIR, NEATLY PRESSED AND OF CORRECT FIT.

2. DRESS SIMPLY--DON'T OVERDO IT. YOUR BEST CHOICE WOULD BE A BASIC, TAILORED, CONSERVATIVE DRESS OR SUIT.

3. WEAR STOCKINGS WHICH ARE NOT BAGGY, WITHOUT RUNS OR PICKS.

4. BE SURE SHOES ARE CLEAN AND MATCH THE CLOTHING WORN.

5. HAIR SHOULD BE CLEAN, NEAT AND ATTRACTIVELY GROOMED.

6. WEAR THE AMOUNT OF MAKE-UP YOU WOULD NORMALLY USE.

7. DO NOT USE AN EXCESSIVE AMOUNT OF PERFUME.

12 A

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

8. JEWELRY WORN SHOULD BE IN GOOD TASTE AND NOT EXCESSIVE.

9. DO NOT CHEW GUM.

10. OBSERVE GOOD POSTURE.

11. OBSERVE YOURSELF IN THE MIRROR BEFORE GOING FOR THE INTERVIEW, AND SEE IF YOU HAVE OVERLOOKED ANYTHING WHICH WOULD DETRACT FROM YOUR APPEARANCE.

12 B

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

WRONG DRESS FOR MEN

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia

RIGHT DRESS FOR MEN

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

DRESSING TIPS FOR MEN GOING FOR AN INTERVIEW

1. WEAR CLOTHES THAT ARE APPROPRIATE FOR THE TYPE OF JOB YOU ARE SEEKING.

2. CLOTHES SHOULD BE OF CORRECT FIT, BE IN GOOD REPAIR AND NEATLY PRESSED.

3. SHIRT TAILS SHOULD NOT BE WORN OUTSIDE PANTS.

4. WEAR SOCKS THAT MATCH CLOTHING WORN.

5. SHOES SHOULD BE CLEAN AND POLISHED.

6. WEAR HAIR AN ACCEPTABLE LENGTH, CLEAN, NEATLY CUT AND WELL GROOMED.

15A

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

7. IF BEARDS ARE WORN, THEY SHOULD BE NEAT AND TRIMMED PROPERLY.

8. BE CLEAN SHAVEN.

9. HANDS AND NAILS SHOULD BE CLEAN AND WELL GROOMED.

10. OBSERVE YOURSELF IN THE MIRROR BEFORE GOING TO THE INTERVIEW, AND SEE IF YOU HAVE OVERLOOKED ANYTHING WHICH WOULD DETRACT FROM YOUR APPEARANCE.

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

APPLICATION FORM

(Please Print)

DATE MARCH 23, 1978

NAME JONES (Last) WILLIAM (First) LARRY (Middle)

ADDRESS 21 (Box No.) EAST SECOND ST. (Street) BEAUVILLE (City) S.C. (State) 29100 (Zip)

PHONE 646-7417 SOCIAL SECURITY NO. 250-84-1516

MARITAL STATUS SINGLE NO. OF CHILDREN 0

DATE OF BIRTH AUG. 21, 1962 PLACE OF BIRTH JONESVILLE (City), S.C. (State)

GRAMMAR SCHOOL 8 YEARS HIGH SCHOOL 2 YEARS COLLEGE 0 YEARS

HIGH SCHOOL ATTENDED WILBUR SR. HIGH (Name) BEAUVILLE (City), S.C. (State)

PRESENT EMPLOYER JACOBS CONSTRUCTION KIND OF WORK YOU DO ERRANDS

WEEKLY SALARY $35.00 (For 20 hrs) REASON FOR LEAVING WOULD LIKE TO BECOME A MACHINIST

DATES EMPLOYED NOV (Mo.) 1977 (Yr.) TO Present (Mo.) (Yr.)

JOB FOR WHICH YOU ARE APPLYING MACHINIST HELPER

William Larry Jones
SIGNATURE

53 Vocational Education Media Center, Clemson University and Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

16
54

WRONG WAY APPLICATION FORM

(Please Print)

DATE March 23, 1978

NAME Jones (Billy William Larry
Last First Middle

ADDRESS 21 East Second St. Beaufort, S.C. 46212
Box No. Street City State Zip

PHONE 627-4213 SOCIAL SECURITY NO. 478-312-6234

MARITAL STATUS Singl NO. OF CHILDREN 0

DATE OF BIRTH Aug 21, 1962 PLACE OF BIRTH Jonesville, Clinic
City State

GRAMMAR SCHOOL yes YEARS HIGH SCHOOL 2 YEARS COLLEGE 0 YEARS

HIGH SCHOOL ATTENDED Wilbur Sr. High School, Beauville, S.C.
Name City State

PRESENT EMPLOYER Jacobs CONSTRUCTION KIND OF WORK YOU DO outside

WEEKLY SALARY $35.00 REASON FOR LEAVING Don't like boss

DATES EMPLOYED Nov. 1977 TO Now
Mo. Yr. Mo. Yr.

JOB FOR WHICH YOU ARE APPLYING 2.00 hr.

Billy Jones
SIGNATURE

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

PURPOSE OF THE INTERVIEW

HELPS THE INTERVIEWER

1. SIZE YOU UP AND FIND OUT IF YOU ARE THE PERSON THE COMPANY WISHES TO HIRE.

2. FIGURE OUT WHERE YOU WOULD BEST FIT IN THE COMPANY'S OPERATION.

Vocational Education Media Center, Clemson University and Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

MAKE GOOD AT THE INTERVIEW

--DO NOT INTERRUPT THE INTERVIEWER.

--ANSWER ALL QUESTIONS TRUTHFULLY.

--SPEAK KINDLY OF ALL OTHER PEOPLE AT ALL TIMES.

--SMOKE OR CHEW GUM ONLY IF THE INTERVIEWER OFFERS IT TO YOU.

--BE MODEST (BUT NOT OVERLY SO) ABOUT YOUR ACCOMPLISHMENTS.

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

MAKE GOOD AT THE INTERVIEW

--GO ALONE.

--DO NOT TAKE A RELATIVE OR FRIEND WITH YOU.

--BE ON TIME (OR A FEW MINUTES EARLY).

--INTRODUCE YOURSELF AND EXPLAIN WHY YOU ARE THERE.

--BE FRIENDLY AND POLITE.

--LOOK THE INTERVIEWER IN THE EYE WHEN TALKING.

--DON'T MAKE REMARKS THAT HAVE NOTHING TO DO WITH THE JOB OR YOUR ABILITY TO DO IT.

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

DESIRABLE TRAITS FOR EMPLOYEES

ENTHUSIASM

DEPENDABILITY

SENSE OF HUMOR

TACT AND COURTESY

FRIENDLINESS

SENSE OF FAIR PLAY

HONESTY

INITIATIVE

LOYALTY

INDUSTRY AND AMBITION

CHEERFULNESS

COOPERATIVE ATTITUDE

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

RESPONSIBILITIES OF EMPLOYERS TO EMPLOYEES

PROVIDE:

FACILITIES FOR WORK

TRAINING

REASONABLE WORKING HOURS

FINANCIAL BENEFITS- WAGES

OVERTIME PAY

FRINGE BENEFITS- INSURANCE

RETIREMENT

VACATIONS

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

RESPONSIBILITIES OF EMPLOYEES TO EMPLOYERS

FOLLOW EMPLOYER'S RULES AND POLICIES

ATTEND WORK REGULARLY

BE ON TIME

BE DEPENDABLE

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

65

TO BUILD AND MAINTAIN GOOD WORKING RELATIONSHIPS

RECOGNIZE AND ACCEPT INDIVIDUAL DIFFERENCES

ACCEPT RESPONSIBILITY - DON'T PASS THE BUCK

BE LOYAL

EARN WHAT YOU GET

BE WILLING TO GIVE A "LITTLE EXTRA"

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

67

68

COMMUNICATION IS NOT JUST SPEAKING

A SMILE OR NOD CAN
COMMUNICATE AGREEMENT.

A FIRM HANDSHAKE SAYS A LOT

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

FACTORS AFFECTING COMMUNICATION

1. YOUR HEALTH

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

FACTORS AFFECTING COMMUNICATION

2. YOUR LANGUAGE

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

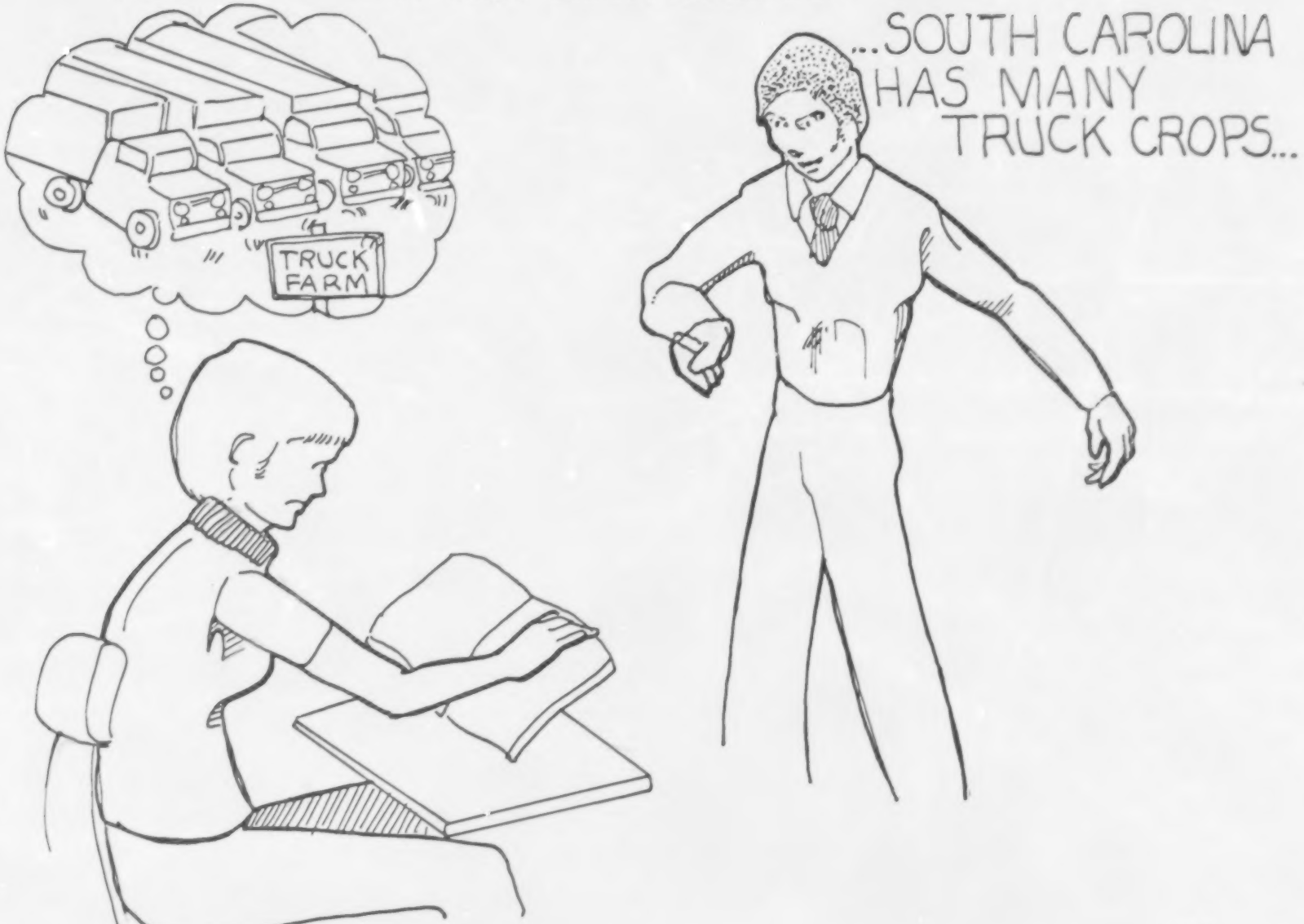
FACTORS AFFECTING COMMUNICATION

3. YOUR ATTITUDE

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

FACTORS AFFECTING COMMUNICATION

4. YOUR INTERPRETATION



75

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

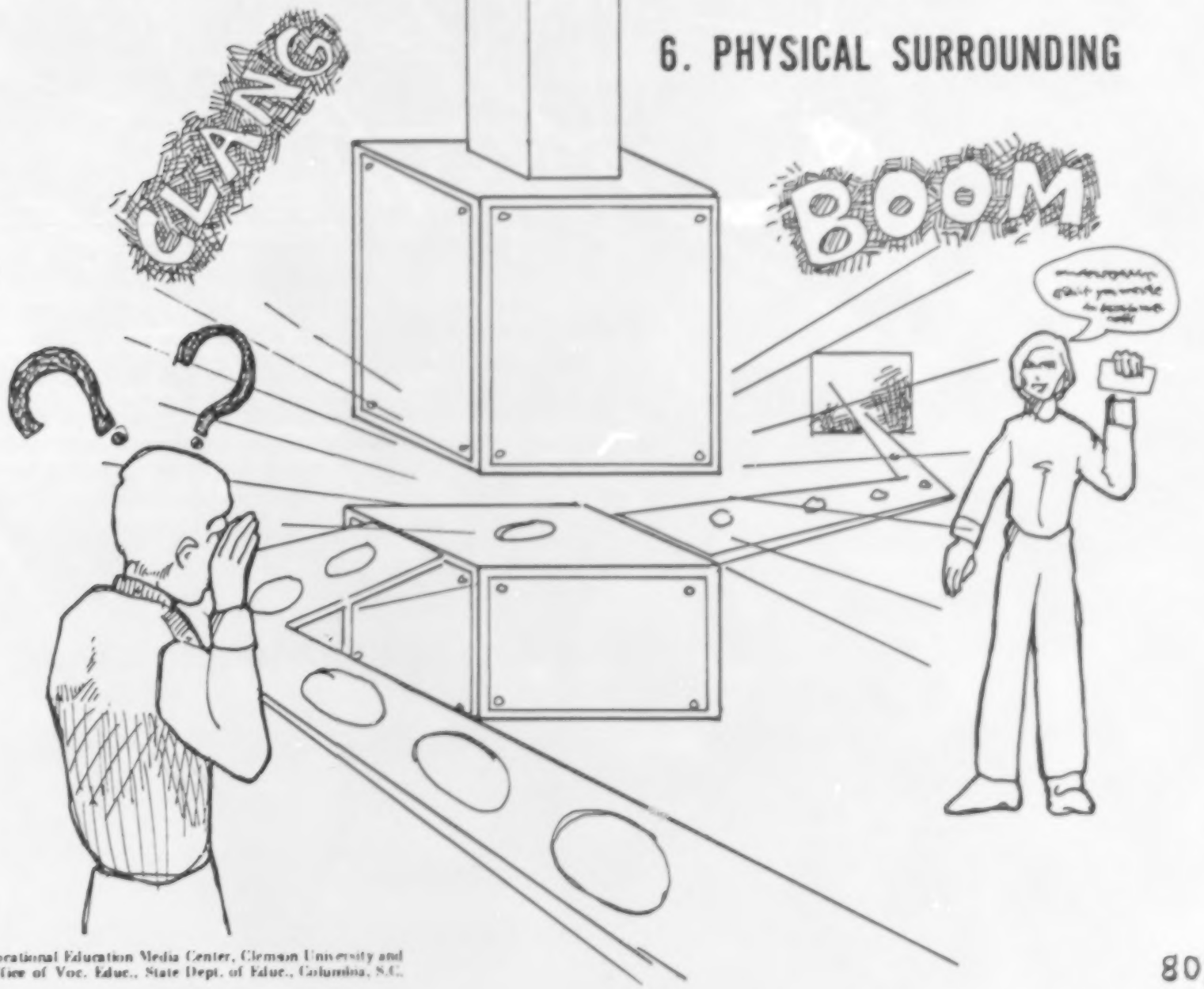
FACTORS AFFECTING COMMUNICATION

5. YOUR UNDERSTANDING

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia

FACTORS AFFECTING COMMUNICATION

6. PHYSICAL SURROUNDING



Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

START ON THE RIGHT FOOT
STAY ON THE RIGHT FOOT

SHOW A GENUINE INTEREST IN THE JOB

DON'T BE AFRAID TO ASK QUESTIONS

LEARN ALL YOU CAN

DO YOUR SHARE OF WORK

BE WILLING TO GO MORE THAN HALFWAY

LEARN NAMES OF SUPERVISORS AND CO-WORKERS

BE SURE YOU DON'T OVERLOOK ANYONE

REMEMBER TO SAY THANK YOU

BE ALERT

WATCH YOUR STEP

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia

WORLD OF WORK
THE INTERVIEW AND WORKING RELATIONSHIPS

Index of Transparencies

Identification	Number
The Interview, Part I	1
The Interview, Part II	2
How to Make an Appointment to Be Interviewed	3
Write a Letter of Application	4
Tips on Writing a Letter of Application	5
Good Example of Letter of Application	6
Poor Example of Letter of Application	7
Telephone to Arrange for an Interview	8
At the Job Interview	9
Wrong Dress for Women	10
Right Dress for Women	11
Dressing Tips for Women Going for Interview	12A-B
Wrong Dress for Men	13
Right Dress for Men	14
Dressing Tips for Men Going for Interview	15A-B
Application Form	16
Application Form – Wrong Way	17
Purpose of the Interview	18
Make Good at the Interview	19-20
Desirable Traits for Employees	21
Responsibilities of Employers to Employees	22
Responsibilities of Employees to Employers	23
Build and Maintain Good Working Relationships	24
Communication is Not Just Speaking	25
Factors Affecting Communication	
1. Your Health	26
2. Your Language	27
3. Your Attitude	28
4. Your Interpretation	29
5. Your Understanding	30
6. Physical Surrounding	31
Start on the Right Foot	32

CARE OF YOUR TRANSPARENCIES

These transparencies are produced by the offset printing method at the Vocational Education Media Center, Clemson University, Clemson, South Carolina. They are designed to be an aid to you in your teaching program. Although they are developed by economy techniques, they will last many years if you will care for them. Here are some suggestions we believe will help you in caring for them:

1. The transparencies have been dusted during the printing process. This dust may be washed off with a damp, soft cloth. Use water only. The dust can cause unsightly shadows on your projector. Dry the transparencies gently with a cloth, paper towel, or by spreading them out on a table until dry.

2. Please do not write on the transparency with a grease or wax pencil. If you wish to emphasize something, place a clear sheet of plastic over the transparency and write on the clear sheet. This will prevent possible abrasion to the transparency.

3. Store this folder in a good filing cabinet. If you wish to mount them you may. Overlays should be hinged together to start with.

4. Store in a dry place.

5. Yes, the plastic will bend, tear and scratch – if you let it be abused. Cared for properly, it will last for many years.

6. To separate the transparency from the slip sheet, grasp the transparency in one hand and the slip sheet in the other, near the glue strip, and carefully pull the two apart.

WORLD OF WORK – THE INTERVIEW AND WORKING RELATIONSHIPS

Kit No. 42

STUDENT
LEARNING ACTIVITY GUIDE

Prepared by

Mrs. Mamie Rose Miles
Clemson, South Carolina 29631

State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

INTRODUCTION

This learning activity guide will help you in filling out an application for a Social Security number and the sample application for employment.

It is very important that the information on the application for your Social Security number is correct. It is also very important that you know how to fill out an application for employment because the interviewer will make some judgment of you just by looking at your application.

GOALS

The student will understand how to obtain a Social Security number.

The student will learn how to fill out an application for employment.

DIRECTIONS

Follow each step carefully in filling out both applications. Do not mark or write in this book.

MATERIAL

Your instructor will give you the following applications when you need them:

Application for Social Security number

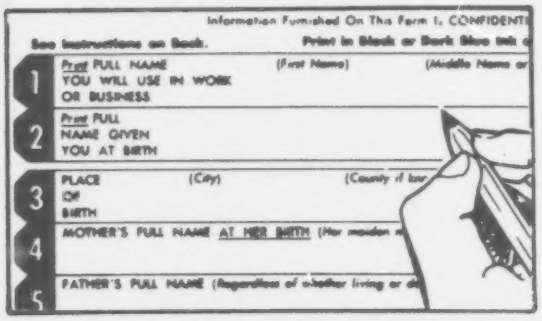
Application for employment

PROGRAMMED TEXT

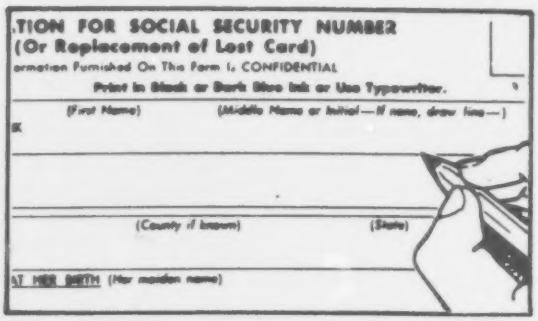
Instructional Objective 1

The student will fill in all the spaces on an application for a Social Security number with the information requested.

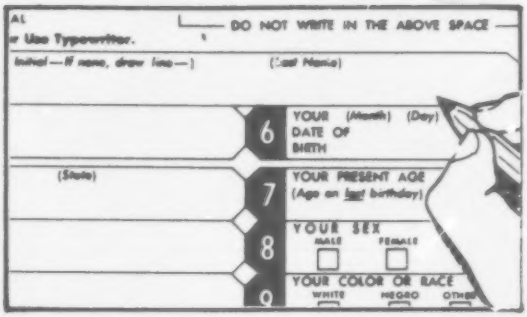
STEP 1 – Place the application for a Social Security number in front of you.


Information Furnished On This Form Is CONFIDENTIAL
See Instructions on Back. Print in Black or Dark Blue Ink
1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name)
2 Print FULL NAME GIVEN YOU AT BIRTH
3 PLACE OF BIRTH (City)
4 MOTHER'S FULL NAME AT HER BIRTH
5 FATHER'S FULL NAME

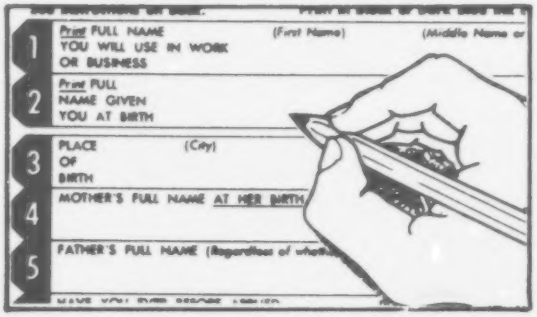
STEP 2 – Using black or dark blue ink, go to Block 1 and print your first name.


TION FOR SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)
ormation Furnished On This Form Is CONFIDENTIAL
Print in Black or Dark Blue Ink or Use Typewriter.
(First Name) (Middle Name or Initial—If none, draw line—)
(County if known) (State)
AT HER BIRTH (Her maiden name)

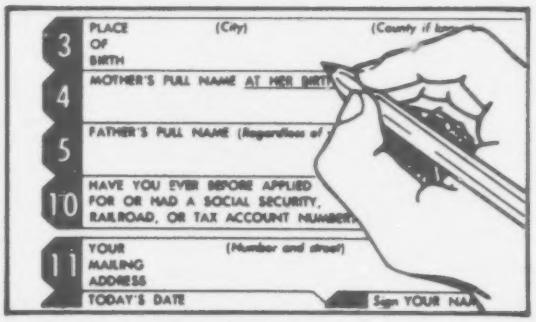
STEP 3 – Print your middle name or initial. If you do not have a middle name or initial, draw a line.


DO NOT WRITE IN THE ABOVE SPACE
Use Typewriter.
Initial—If none, draw line—) (Last Name)
6 YOUR DATE OF BIRTH (Month) (Day)
(State)
7 YOUR PRESENT AGE (Age on last birthday)
8 YOUR SEX MALE FEMALE
9 YOUR COLOR OR RACE WHITE NEGRO OTHER

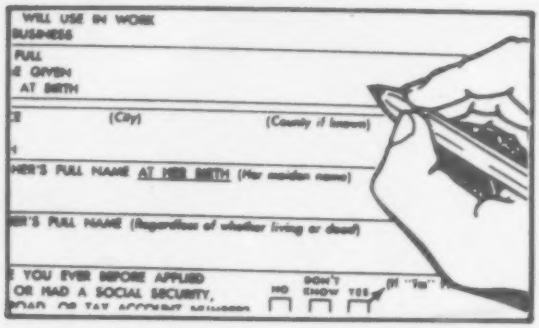
STEP 4 – Print your last name.


1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or
2 Print FULL NAME GIVEN YOU AT BIRTH
3 PLACE OF BIRTH (City)
4 MOTHER'S FULL NAME AT HER BIRTH
5 FATHER'S FULL NAME

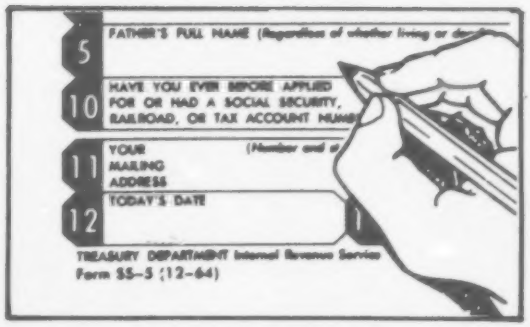
STEP 5 – Go to Block 2; print your full name given you at birth. This might be the same name as in Block 1.


3 PLACE OF BIRTH (City)
4 MOTHER'S FULL NAME AT HER BIRTH
5 FATHER'S FULL NAME
10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER?
11 YOUR MAILING ADDRESS (Number and street)
TODAY'S DATE

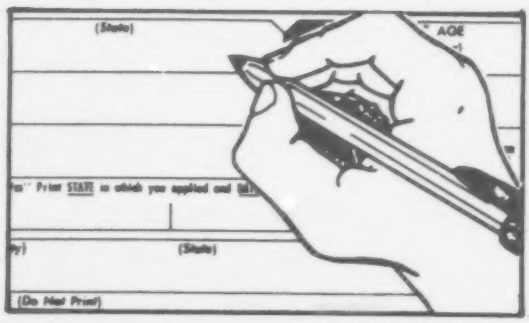
STEP 6 – Go to Block 3; print the city in which you were born. If you were not born in the USA, print the name of the country in which you were born.



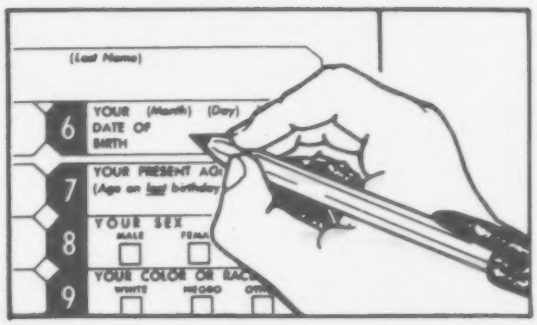
STEP 7 — If you know the county in which you were born, print that.



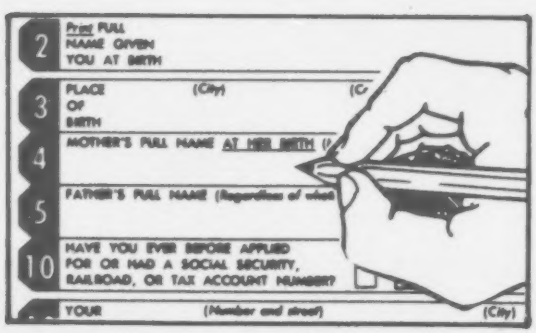
STEP 10 — Go to Block 5. Print your father's full name even if he is deceased. If a stepfather, adoptive father, or foster father is shown, print the relationship after the name.



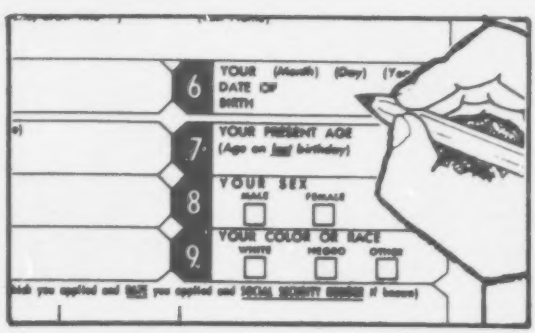
STEP 8 — Print the state in which you were born.



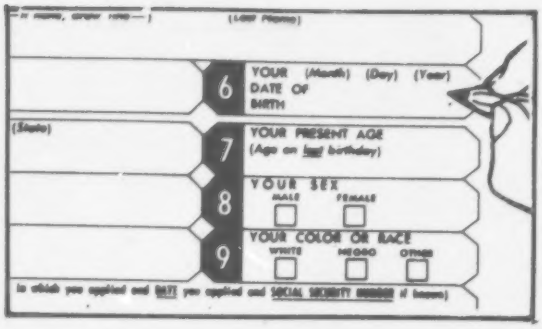
STEP 11 — Go to Block 6; print your date of birth. First, the month . . .



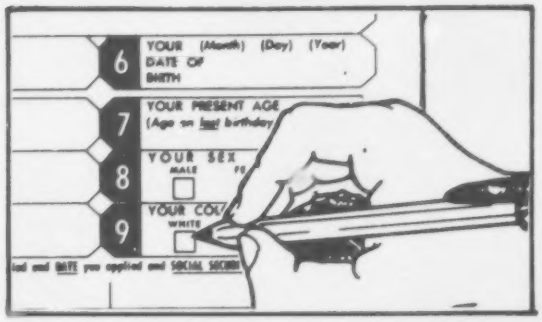
STEP 9 — Go to Block 4. Print your mother's full name given her at birth; in other words, her maiden name.



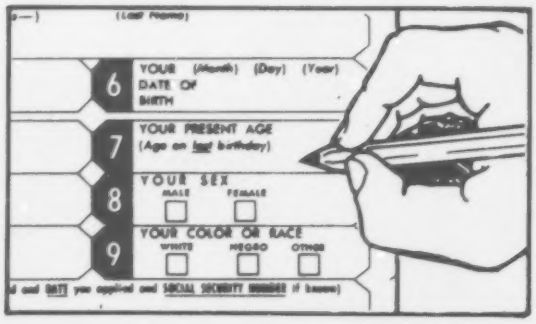
STEP 12 — Then, the day . . .



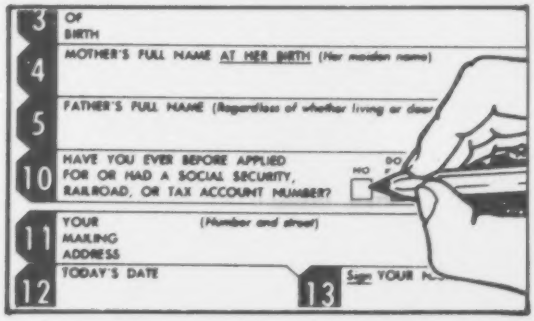
STEP 13 – Finally the year.



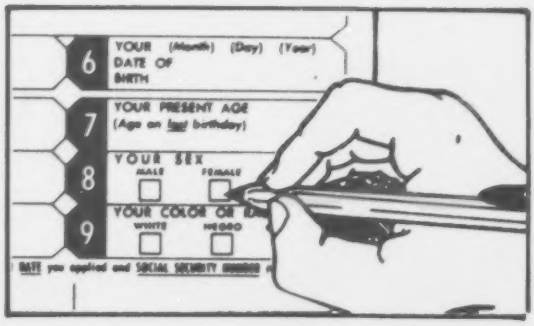
STEP 16 – Go to Block 9; check the box which shows your color or race.



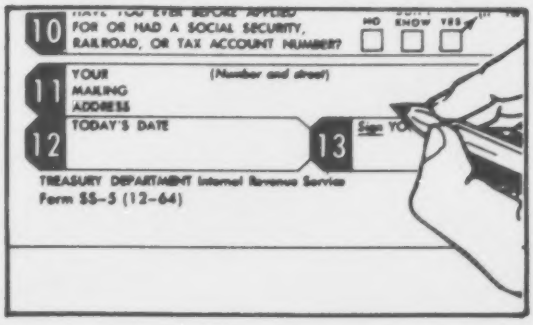
STEP 14 – Go to Block 7; print your present age.



STEP 17 – Go to Block 10; if you never applied for a Social Security number, check "No." If you don't know, check that box. If you have applied before, print the state, date, and the Social Security number if you know it.

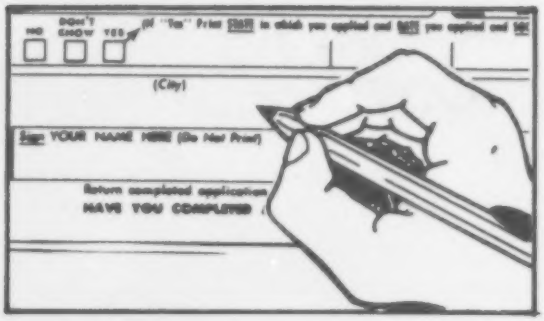


STEP 15 – Go to Block 8; check the box which shows your sex.

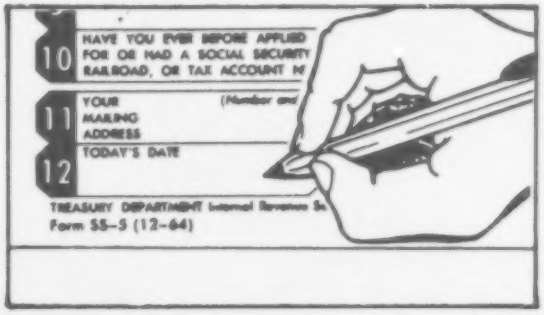


STEP 18 – Go go Block 11; print your current mailing address. First, the number and street, apartment number, P. O. box, or rural route.

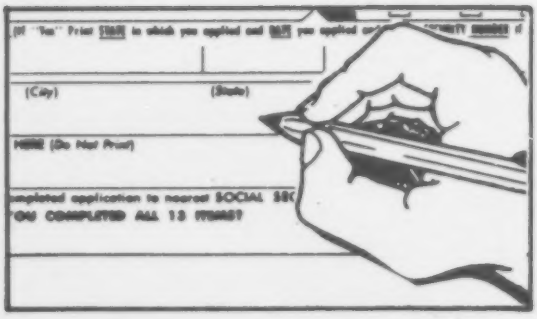
80



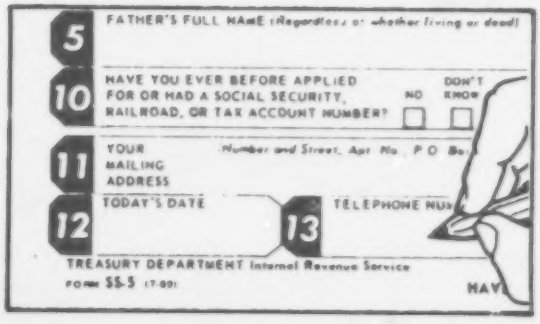
STEP 19 – Next, the city . . .



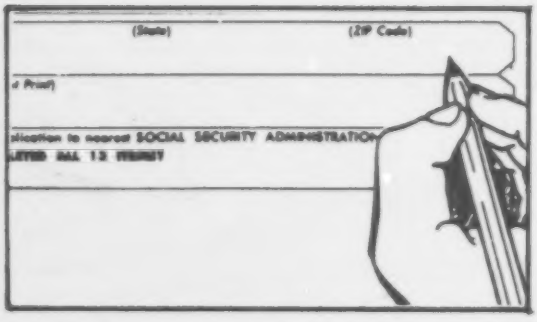
STEP 22 – Go to Block 12; print today's date.



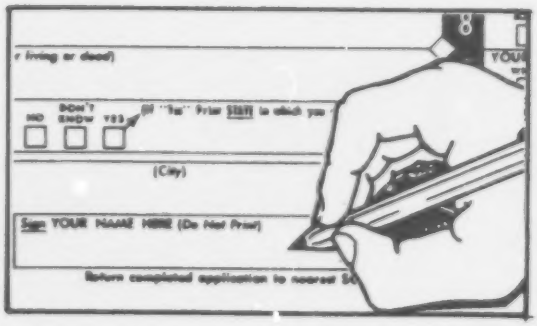
STEP 20 – The state . . .



STEP 23 – Go to Block 13; print your telephone number. If you don't have a phone, print "none."



STEP 21 – And finally, the zip code.



STEP 24 – Go to Block 14; sign your name as you usually do. Do not print it unless this is the way you always sign your name.

90

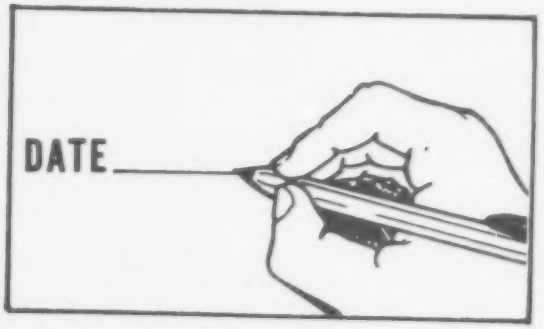
Check Point

Did you fill in all the blocks?
Is all of your information correct?
Did you print clearly?

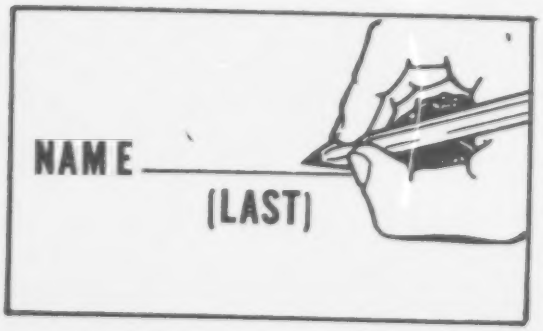
Instructional Objective II

The student will write in the information requested on a sample job application form.

STEP 1 – Place the application for employment form in front of you.

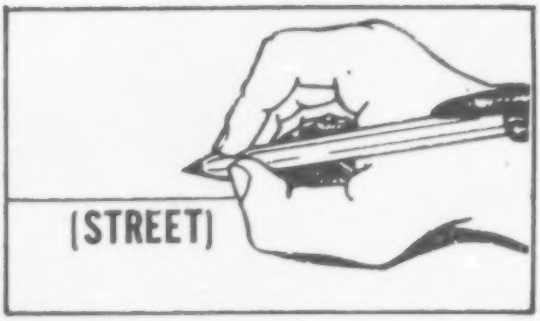


STEP 2 – On the first line next to "DATE," print today's date.

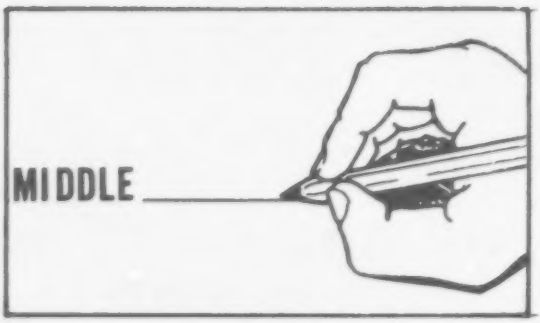


STEP 3 – On the line labeled "NAME," print your last name . . .

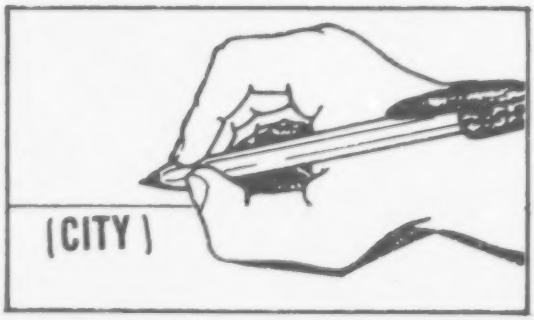
STEP 4 – Your first name . . . .



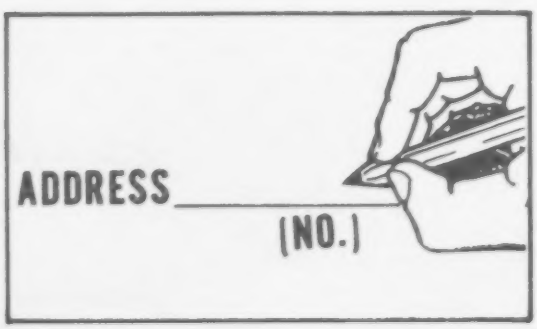
STEP 7 – Print your street.



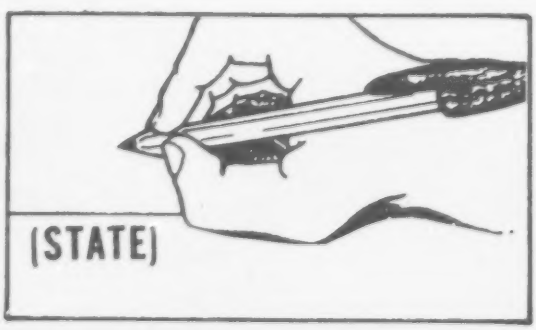
STEP 5 – And finally, your middle name.



STEP 8 – Print your city.

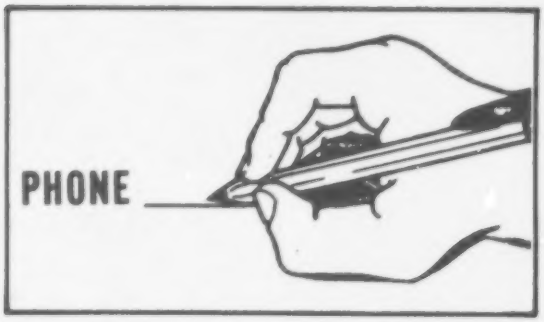


STEP 6 – On the line labeled "ADDRESS," print your street, apartment number, P. O. box, or rural route number.

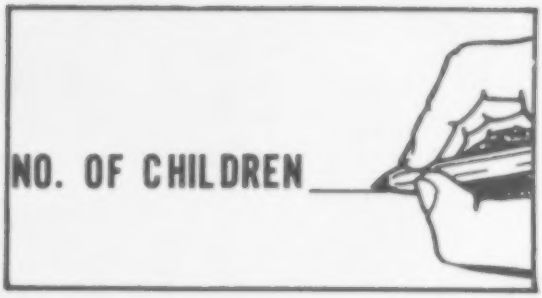


STEP 9 – Print your state.

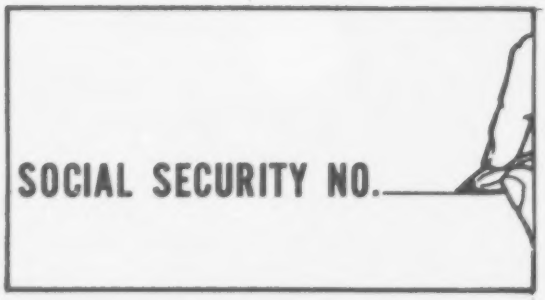
92



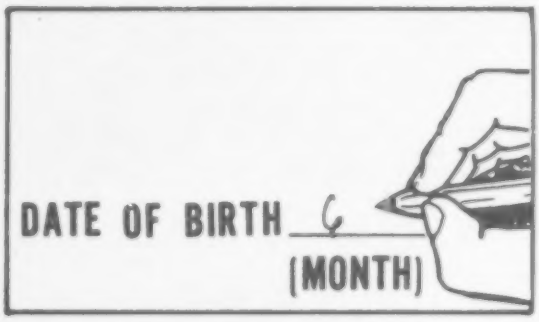
STEP 10 – On the next line, next to phone, print your phone number.



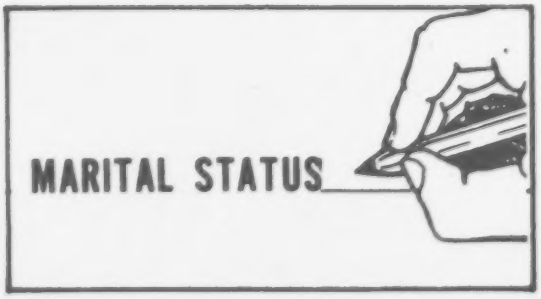
STEP 13 – Next to "NO. OF CHILDREN," print the number of children you have, if any.



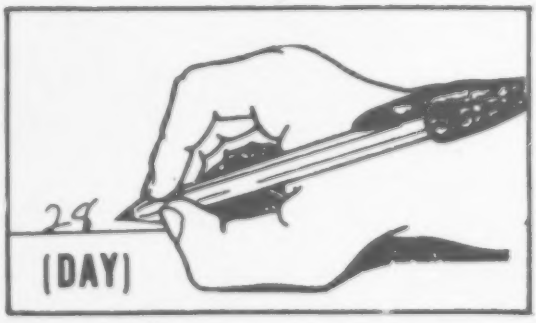
STEP 11 – Next, print your social security number. If you do not have one, leave it blank.



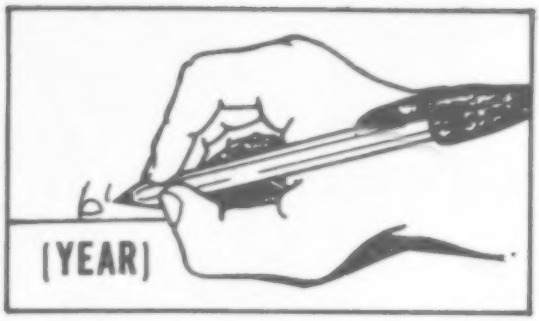
STEP 14 – By "DATE OF BIRTH," first print the month . . .



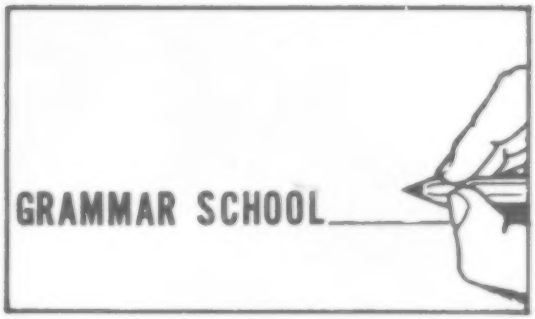
STEP 12 – On the next line, print your marital status. This would be either single, married, divorced, separated, or widowed.



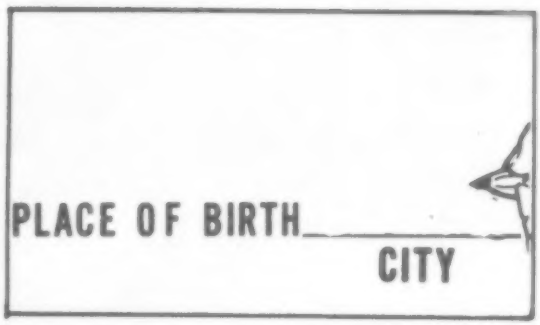
STEP 15 – Then, the day of birth . . .



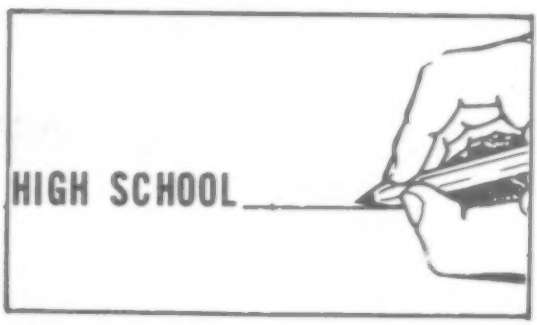
STEP 16 – And then, the year you were born.



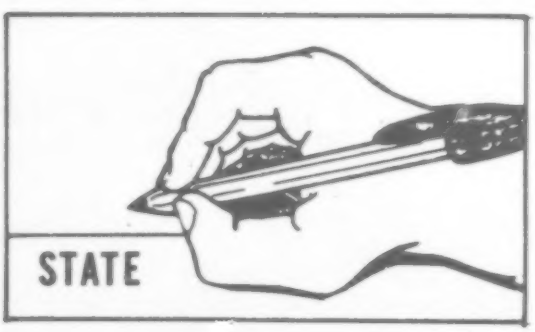
STEP 19 – Next to "GRAMMAR SCHOOL," print the number of years you have attended.



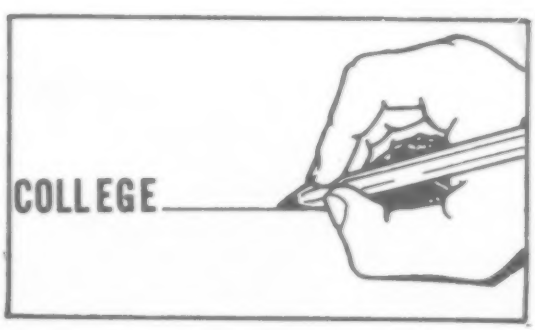
STEP 17 – By "PLACE OF BIRTH" print the city in which you were born.



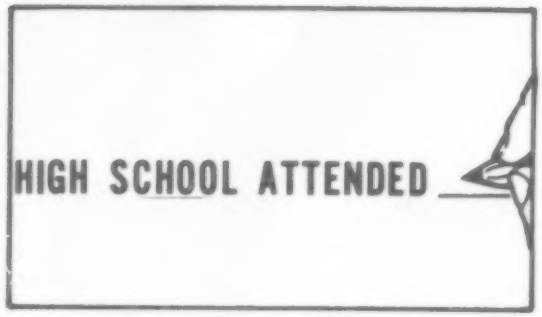
STEP 20 – Next to "HIGH SCHOOL," print the number of years you have attended.



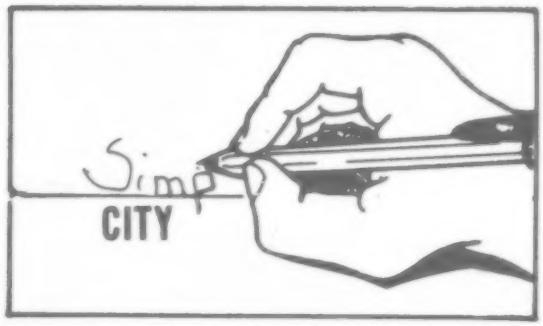
STEP 18 – And then, the state in which you were born . . .



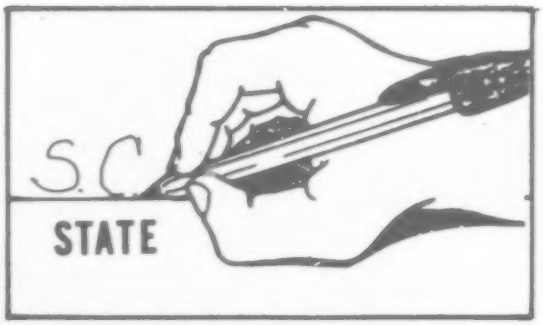
STEP 21 – Next to "COLLEGE," you would print the number of years attended.



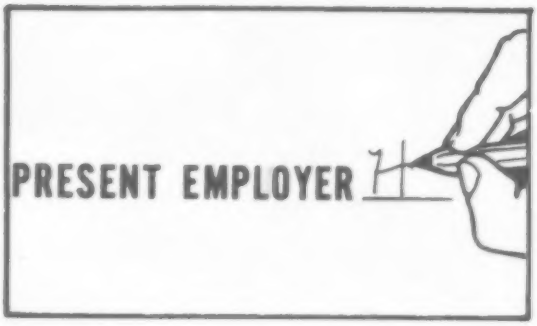
STEP 22 – Next to "HIGH SCHOOL ATTENDED," print the name of your high school.



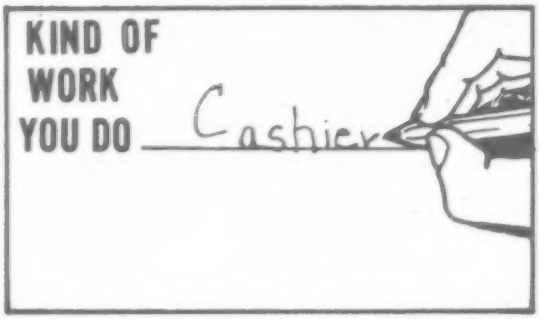
STEP 23 – The city in which the high school is located . . .



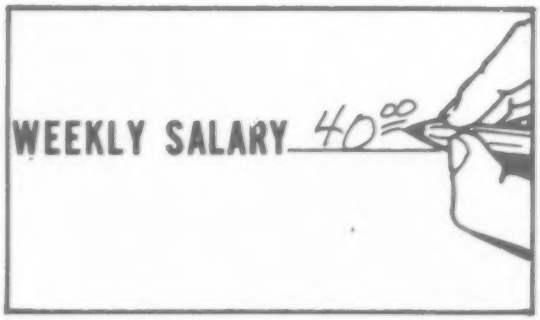
STEP 24 – And the state.



STEP 25 – On the next line by "PRESENT EMPLOYER," print the name of the person for whom you are now working. If you are not working, print "none."



STEP 26 – Next, tell what kind of work you do. If you are not working, print "NA," which means it does not apply.



STEP 27 – Put down your weekly salary. Again, if you are not working, print "NA."